Year 11 Pathway
Curriculum Booklet

Contents

Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 4 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. Parents can then log in using a parental pin (please email admin@bbih.org if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us.

English GCSE

Curriculum Aims:	
By the end of Year 11, students will have mastered the skills required for AQA English Language Papers 1 and 2, confidently analysing language, structure, and writer's methods, and writing with clarity, creativity, and technical accuracy. They will approach both fiction and non-fiction texts with assurance, plan and structure analytical responses effectively, and produce imaginative and transactional writing suited to purpose and audience. Alongside their GCSE, they will also complete a Functional Skills English qualification, ensuring they leave with a well-rounded set of literacy skills for both academic and real-world contexts.	
Topics and content studied this year:	
Autumn Term 1	**Paper 2 Non-Fiction Reading and Writing** **Writing** • To learn the writing frame of non-fiction writing tasks • To learn the suitable presentational devices and tone/ language used for each non-fiction task • To learn rhetoric devices used in a speech and apply in speaking and listening discussions/ presentations **Reading** • To understand explicit and implicit tone through language and word choice • To understand how language and structure is used for impact and intention • To draw comparisons of non- fictions ideas and the writers' attitudes and opinions
Spring Term 2	**Mock reflections/ Revisiting Paper 1 Creative Reading and Writing** **Reading skills** • Strategies to decode unfamiliar vocabulary (context clues, root words, morphology • Authorial intent: what are writers trying to make readers think/feel? • Linking to authorial methods: language + structure + effect = evaluation. **Writing skills** • Expanding vocabulary and using literary techniques effectively. • Crafting vivid sensory descriptions • Application of analysis skills from students' reading understanding
Summer Term 3	**Paper 1 and Paper 2 Mastery practice and preparation** • Independently applying The Steps to Success, mastering and revising key strategies • Finalising an understanding of each exam expectation including structure, format timings and strategy • Refining responses with improved accuracy
Assessment:	**Initial diagnostic:** Unseen writing Paper 2 task **Mid- term assessment:** Full Paper 2 exam AQA GCSE (unseen text) **End of year assessment**: Full Paper 1 exam/ weakest area of mocks

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	Books: • Mr Bruff revision guide • CGP revision guide- Paper 1 and 2 Practice guides Websites: https://revisionworld.com/a2-level-level-revision/english-language-gcse-level/english-language-gcse-past-papers/aqa-gcse-english-language-past-papers - access to past papers Seneca Online Revision - Free Homework & Revision for A Level, GCSE, KS3 & KS2 Mr Bruff Paper 1 and Paper 2 Language videos	8 over a fortnight. Time dedicated within this fortnight to Sparx Reader.
Enrichment opportunities	• Functional Skills- revision (reading and writing prep) • Drop down • Involvement in the SOS writing competition (writing fictional stories at several points in the year to win the chance to be an established writer).	
How Parents Can Help	• Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Sparx Reader assignments • Ensure they are fully equipped for lessons	

English – Entry Pathway

Curriculum Aims:	
The Entry Level Functional Skills English course equips learners with essential, practical skills in reading, writing, and communication that are relevant to everyday life and the workplace. By the end of the year, students will be able to read and understand a range of simple texts such as forms, instructions, and notices, identifying key information and recognising basic layout features. They will be able to write clearly and appropriately for different purposes, using correct punctuation, basic grammar, and common vocabulary, with increasing accuracy and structure by Entry Level 3. Learners will also develop the ability to plan, draft, and edit their work. Where speaking and listening are included, students will participate in short discussions, follow instructions, and express ideas clearly. Throughout the course, learners will apply their knowledge in real-world contexts, gaining confidence and independence in using English for tasks such as filling in forms, reading timetables, writing messages, or preparing for employment. The course provides a strong foundation for further learning or entry into the workplace and is assessed on a pass/fail basis.	
Topics and content studied this year:	
Autumn Term 1	**Introduction to functional skills** • Understand the components to achieve functional skills (Reading, Writing, and speaking & listening) **Writing** • Word class (nouns, adjectives, verbs, adverbs, pronouns etc) and literacy devices (Alliteration, metaphors etc) · • SPAG -Spelling strategies and punctuation • Writing the letters of the alphabet in sequence in lower and uppercase • An introduction to audience, purpose and including key detail • Learning different forms of writing e.g. email, letter and leaflet. • Designated Entry level spelling words
Spring Term 2	**Reading** Reading for information: • Inference • Purpose of a text • Facts and opinion • Comparing text • Picking out main point • Identify how language and other textual features can be varied to suit different audiences and purposes. • Recognise vocabulary typically associated with specific types and purposes of text **Writing** **Writing: Letters, emails and reports** • Identify the correct layout for different formats of writing • Plan, draft and edit the written task • Learning key vocabulary and terminology for formats
Summer Term 3	**Revision** • Exam question practice • Learning exam strategies, timing and key tips to remember for the exam

Assessment:	**Initial diagnostic:** Diagnostic past paper to determine the appropriate Functional Skills pathway for the student **Mid- term assessment:** Speaking and Listening Task 1 and 2, Reading Exam (unseen exam) **End of year assessment**: Writing exam (unseen exam), external re-sits if necessary for any component not passed.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	Books: • CGP Functional Skills textbooks (for the appropriate level) • Entry 1/2/3 Reading and Writing by Mark Evans Websites: https://passfunctionalskills.co.uk https://www.skillsworkshop.org/category/literacy/functional-skills-english/functional-english-reading	8 over a fortnight. Time dedicated within this fortnight to Sparx Reader.
Enrichment opportunities	• Watching a range of good speakers to identify verbal and non-verbal language in a presentation to apply for their own speeches. • Functional Skills- revision (reading and writing prep) • Involvement in the SOS writing competition (writing fictional stories at several points in the year to win the chance to be an established writer).	
How Parents Can Help	• Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Sparx Reader assignments • Ensure they are fully equipped for lessons	

Maths GCSE

Curriculum Aims:	
By the end of Year 11, our aim is for students to achieve success in GCSE Mathematics (Edexcel), equipping them with the knowledge and skills required for further studies or entering the workforce. Students will: • Master core mathematical concepts, including number, algebra, geometry, probability, and statistics, to build a solid foundation for advanced studies or practical application. • Develop problem-solving and critical thinking skills, enabling them to tackle unfamiliar challenges with confidence. • Understand and apply mathematical principles in real-life contexts, preparing them for everyday problem-solving and decision-making. • Achieve a qualification that serves as a gateway to further education, vocational training, or employment opportunities. • Foster an appreciation of mathematics as a vital and versatile tool for life, work, and future academic pursuits. This vision ensures students leave secondary school with the confidence and capability to use mathematics effectively, whether progressing to A-levels, vocational courses, apprenticeships, or the workplace.	
Topics and content studied this year:	
Autumn Term 1	Chapters 1 – 10 of the Collins Edexcel Mathematics GCSE textbook • Basic Number • Fractions and Percentages • Statistical Diagrams and Averages • Number and Sequences • Ratio and Proportion • Angles • Transformations and Loci • Algebraic Manipulation • Length, Area and Volume • Linear Graphs
Spring Term 2	Chapters 11 – 20 of the Collins Edexcel Mathematics GCSE textbook • Right-angled Triangles • Similarity • Exploring and Applying Probability • Powers and Standard Form • Equations and Inequalities • Counting, Accuracy, Power and Surds • Quadratic Equations • Sampling and More Complex Diagrams • Combined Events (Probability) • Properties of Circles

Summer Term 3	Chapters 21 – 25 of the Collins Edexcel Mathematics GCSE textbook • Variation • Triangles • Graphs • Algebraic Fractions and Functions • Vector Geometry Mathematics Higher Tier Work. • Quadratic Equations • Nth term quadratic equations • Graphs • Surds	
Assessment:	The Maths Department will conduct three key assessments throughout the academic year to monitor student progress and ensure alignment with the GCSE exam and topics. These will include an initial diagnostic assessment at the start of the year to identify baseline knowledge and areas for development, a mid-term mock to evaluate progress and understanding of content covered so far, and end-of-year mocks for preparation for real exams. :	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	***Books:*** 1. **"GCSE Mathematics Higher/Foundation Revision Guide" by CGP** - Clear explanations and practice questions tailored to Edexcel GCSE Mathematics. 2. **"Edexcel GCSE (9-1) Mathematics: Student Book" by Pearson** - Comprehensive coverage of the syllabus with examples and exercises. 3. **"Revise Edexcel GCSE (9-1) Mathematics Revision Workbook" by Pearson** - Practice questions and exam tips. 4. **"Maths Skills for Success" by Collins** - Enhancing mathematical understanding with a focus on practical application. ***Websites:*** 1. Maths Genie - Free past papers, mark schemes, and topic-focused revision resources. 2. **BBC Bitesize** - GCSE-specific resources and quizzes. 3. Corbettmaths - Video tutorials, practice questions, and exam-style papers. 4. Physics and Maths Tutor - Extensive repository of past papers and topic booklets.	8

	5. Exam Solutions - Step-by-step tutorials and worked solutions for GCSE Maths topics.	
Enrichment opportunities	For the 2025-2026 academic year, enrichment opportunities are being carefully planned to ensure students have engaging and meaningful experiences. Proposed activities include subject-focused trips and after-school and lunch clubs. Full details will be shared with students and parents once the enrichment calendar is finalised	
How Parents Can Help	• Check SMHW/Sparx Maths to see what homework has been set and ensure that the student has completed it. • Encourage your child to use the BBC Bitesize website to complete homework and revise regularly. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt.	

Maths- Entry Pathway

Curriculum Aims:	
By the end of Year 11, our aim is for students to achieve all three qualifications in Functional Skills Mathematics from Entry Levels 1–3. This curriculum aims to equip our students with practical mathematical skills essential for everyday life, further education, apprenticeships, or the workplace. In addition, it ensures students develop confidence and competence in applying mathematical concepts to real-world scenarios.	
Topics and content studied this year:	
Autumn Term 1	**Using numbers and the number system – whole numbers, fractions and decimals** • E3.1 Count, read, write, order and compare numbers up to 1000 • 2. E3.2 Add and subtract using three-digit whole numbers • 3. E3.3 Divide three-digit whole numbers by single- and double- digit whole numbers and express remainders • 4. E3.4 Multiply two-digit whole numbers by single- and double- digit whole numbers • 5. E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results • 6. E3.6 Recognise and continue linear sequences of numbers up to 100 • 7. E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms • 8. E3.8 Read, write and use decimals up to two decimal places • 9. E3.9 Recognise and continue sequences that involve decimals **Using common measures, shape and space** • 10. E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence • 11. E3.11 Round amounts of money to the nearest £1 or 10p • 12. E3.12 Read, measure and record time using am and pm • 13. E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes • 14. E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division • 15. E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres
Spring Term 2	**Handling information and data** • 21. E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables • 22. E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs • 23. E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts **Using common measures, shape and space** • 16. E3.16 Compare measures of weight, including grams and kilograms

	• 17. E3.17 Compare measures of capacity, including millilitres and litres • 18. E3.18 Use a suitable instrument to measure mass and length • 19. E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles • 20. E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns	
Summer Term 3	• Preparation • Revision • Exam questions practice • Mock practice papers • Exam feedback	
Assessment:	The Maths Department will conduct three key assessments throughout the academic year to monitor student progress and ensure alignment with the Functional Skills Maths exam and topics. These will include an initial diagnostic assessment at the start of the year to identify baseline knowledge and areas for development, a mid-term mock to evaluate progress and understanding of content covered so far, and end-of-year mocks for preparation for real exams.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Homework is set regularly. All homework is set on the website MyMaths.com. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.	**Recommended Books:** ○ Functional Skills Maths Entry Level 1, 2, and 3 Study Guide (CGP Books) Comprehensive guides covering all topics with practice questions. ○ Edexcel Functional Skills Mathematics Entry Levels 1–3 Workbook Tailored for Edexcel specifications with worked examples and exercises. ○ Functional Skills Maths: Entry Levels Study & Test Practice (Collins) Engaging workbook with test-style questions and practical examples. ○ Maths Workout app: A fun and interactive way to practice basic maths skills. ○ BBC Skillswise: Interactive games for foundational maths skills. **Useful Websites:** 1. **Exam Board Websites:** a. Edexcel Functional Skills Resources, practice papers, and specifications. 2. **Online Study Platforms:** a. BBC Bitesize Functional Skills Maths Offers easy-to-follow lessons and real-world applications of maths.	8 lessons per fortnight

	b. Skillsworkshop.org A wealth of free downloadable worksheets and activities tailored to Functional Skills Maths Entry Levels. **3. Interactive Learning Websites:** a. Maths Made Easy Practice papers, interactive quizzes, and video tutorials. b. Khan Academy Free lessons on foundational maths topics for Entry Levels.	
Enrichment opportunities	For the 2025-2026 academic year, enrichment opportunities are being carefully planned to ensure students have engaging and meaningful experiences. Proposed activities include subject-focused trips and after-school and lunch clubs. Full details will be shared with students and parents once the enrichment calendar is finalised.	
How Parents Can Help	• Ensure that the student comes equipped to class with a stationery and calculator • Support Homework Routines: Encourage your child to complete homework on time and to a high standard. Regularly check their online platform for assigned tasks. • Promote Active Learning: Discuss what they are learning in maths and help them revise key concepts using flashcards, quizzes, or online resources. • Reinforce Positive Attitudes: Celebrate effort and progress in maths, not just results, to help build confidence and motivation.	

Science GCSE

Curriculum Aims:	
As students move into the next phase of their science journey, they will begin studying the **OCR GCSE Combined Science: Gateway A** course. This double award qualification covers all three science disciplines—**Biology, Chemistry, and Physics**—and leads to two GCSE grades. Throughout the course, students will: • **Explore life processes and biological systems** in Biology, including cell biology, genetics, health, and ecosystems. • **Investigate chemical reactions and the structure of matter** in Chemistry, such as the periodic table, bonding, and rates of reaction. • **Understand physical principles** in Physics, including forces, motion, waves, and electricity. The course combines **theory with hands-on core practical's**, helping students develop key scientific skills such as planning investigations, collecting data, and drawing conclusions. Students will also learn how science is applied in real-world contexts, from medicine to climate change	
Topics and content studied this year:	
Autumn Term 1	**Biology** • **B5 - Genes, Inheritance and Selection -** Students will learn how characteristics are inherited through genes, explore genetic variation, and study how natural selection and selective breeding influence species over time. • **B6 - Global Challenges -** Students will explore how science is used to address global biological issues, such as food security, the impact of human activity on ecosystems, biodiversity, and the development of medicines and vaccines.
Spring Term 2	**Chemistry** • **C5 - Monitoring and Controlling Chemical Reactions -** Students will learn how chemical reactions are monitored and controlled in industry, including measuring rates of reaction, using catalysts, and understanding factors that influence yield and sustainability. • **C6 - Global Challenges -** Students will examine the role of chemistry in tackling global issues such as pollution, resource management, water purification, and the development of sustainable materials and fuels
Summer Term 3	**Physics**

	• **P5 - Work Done -** Students will understand the relationship between force, energy, and movement. They'll learn how to calculate work done, explore energy transfers, and apply these concepts to everyday contexts. • **P6 - Global Challenges -** Students will investigate how physics is used to address modern global challenges, such as generating electricity, reducing carbon emissions, improving transportation, and using technology in medicine and communication
Assessment:	**Initial Diagnostic Assessment:** At the start of the academic year, Year 11 students will complete an **initial diagnostic assessment** across Biology, Chemistry, and Physics. This assessment will focus on content covered in Year 10, specifically: • **B3–B4** (Organism-level Systems and Community-level Systems) • **C3–C4** (Chemical Reactions and Predicting and Identifying Reactions and Products) • **P3–P4** (Electricity and Magnetism, Waves and Radioactivity) The purpose of this assessment is to provide a clear picture of each student's current understanding, identify **any gaps in knowledge**, and highlight topics that may require further review or reinforcement. The results will support **targeted teaching and revision**, ensuring students are well-prepared to build on prior learning as they move into the final phase of their GCSE course. **Mid-Term Assessments:** Throughout the academic year, students will complete mid-unit assessments in OCR Combined Science topics, covering B5 (Genes, Inheritance and Selection), B6 (Global Challenges), C5 (Monitoring and Controlling Chemical Reactions), C6 (Global Challenges), P5 (Work Done), and P6 (Global Challenges). These assessments are designed to evaluate students' overall understanding of key scientific concepts, track progress across Biology, Chemistry, and Physics, and highlight areas where further consolidation or support may be needed. **Mock Exams:** Throughout the academic year, Year 11 students will sit a series of **mock exams in science** to assess their understanding and readiness for the final GCSE examinations. These mock exams will cover **all content from the OCR Combined Science: Gateway A specification**, including key topics from Biology, Chemistry, and Physics. The purpose of the mock exams is to: • **Familiarise students** with the structure and style of the real GCSE papers • **Identify strengths and areas for improvement** across the full range of content • **Support targeted revision and intervention** in the lead-up to final assessments • **Build exam confidence** through realistic practice under timed conditions

	Mocks are a valuable opportunity for students to experience the demands of the full course and reflect on their progress. Results from these assessments will inform teaching strategies, revision planning, and personalised support to ensure every student can achieve their full potential.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	OCR Combined Science Revision Guide (Foundation) - this is provided by BBIH https://www.bbc.co.uk/bitesize/examspecs/z2dqqhv - this is website revision access	Students will receive 6-8 Science lessons per fortnight
Enrichment opportunities	***Curriculum-Linked Enrichment*** • **Extra-curricular science revision sessions** with practical demos • **Model building** (e.g. DNA, cells, circuits) • **Science film/documentary screenings** followed by discussion • **Debates on ethical issues** in science (e.g. cloning, nuclear energy, GMOs)	
How Parents Can Help	• **Support Homework Routines:** Encourage your child to complete homework on time and to a high standard. Regularly check their planner or online platform for assigned tasks. • **Promote Active Learning:** Discuss what they are learning in science and help them revise key concepts using flashcards, quizzes, or online resources. **Reinforce Positive Attitudes:** Celebrate effort and progress in science, not just results, to help build confidence and motivation.	

IGCSE Single Science Pathway

Curriculum Aims:	
As students successfully complete the Entry Level Certificate in Science, they will progress to the **Edexcel International GCSE (iGCSE) in science**. This next phase of their learning journey offers the opportunity to focus more deeply on one science discipline—**Biology, Chemistry, or Physics**—and achieve a standalone IGCSE qualification. Building on the foundations of entry-level science, the iGCSE course introduces more detailed scientific content, stronger analytical thinking, and increased independence in practical work. Throughout the course, students will: • In **Biology**, explore life processes and biological systems in greater depth, including cells, genetics, health, and ecosystems. • In **Chemistry**, develop their understanding of atoms, reactions, and the periodic table, as well as industrial and environmental chemistry. • In **Physics**, investigate forces, energy, electricity, and the physical principles that explain the world around us. The iGCSE course combines theory with hands-on practical work to build key scientific skills such as planning investigations, analysing results, and evaluating evidence. Students will also learn how science connects to global challenges and real-world applications, helping them to see its relevance beyond the classroom and prepare for future study or careers.	
Topics and content studied this year:	
<u>Autumn Term 1</u>	**B1 – The Nature and Variety of Living Organisms** Students will learn to classify living organisms into groups and understand their characteristics, including plants, animals, fungi, bacteria, and viruses. **B2 – Structures and Functions in Living Organisms** Students will explore the structure and function of cells, organs, and systems, including respiration, transport, nutrition, and coordination in both plants and animals. **B3 – Reproduction and Inheritance** Students will study sexual and asexual reproduction, the structure of DNA, how inheritance works, and how variation and mutation play a role in evolution.
<u>Spring Term 2</u>	**C1 – Principles of Chemistry** Students will develop a foundation in atomic structure, bonding, the periodic table, and chemical equations, including the basic principles that underpin all chemistry topics. **C2 – Inorganic Chemistry** Students will investigate the properties and reactions of metals, acids, bases,

	salts, and gases, along with understanding reactivity series and extraction of metals. **P1 – Forces and Motion** Students will study how forces affect movement, including speed, acceleration, gravity, and friction, and how to use graphs to describe motion.
Summer Term 3	**P2 – Electricity** Students will learn about electric circuits, current, voltage, resistance, and electrical safety, as well as practical applications of electrical components. **P3 – Waves and Radioactivity** Students will explore the properties of waves, including sound and light, as well as the nature, uses, and dangers of ionising radiation from radioactive materials. **P4 – Energy Sources and Transfer** Students will understand how energy is transferred and stored, investigate different energy sources (renewable and non-renewable), and examine energy efficiency in real-world contexts.
Assessment:	**Initial Diagnostic Assessment:** Students will complete a comprehensive diagnostic assessment in each of the science disciplines—Biology, Chemistry, and Physics—covering all key topics studied during the previous academic year. This will help to identify any gaps in understanding and highlight areas of content that may need to be revisited, ensuring a strong foundation for progression to iGCSE Science. **Mid-Term Assessments:** Throughout the academic year, students studying Edexcel IGCSE Science will complete mid-unit assessments in Biology (B1–B3), Chemistry (C1–C3), and Physics (P1–P3). These assessments are designed to support retrieval of key knowledge, check understanding of core content, and monitor progress. Results will help identify strengths and areas needing review, ensuring targeted support as students prepare for their final IGCSE exams. **Mock Exams:** Throughout the academic year, Year 11 students will sit a series of **mock exams in science** to assess their understanding and readiness for the final GCSE examinations. These mock exams will cover **all content from the iGCSE single science specification**, including key topics from Biology, Chemistry, and Physics. The purpose of the mock exams is to: • **Familiarise students** with the structure and style of the real GCSE papers • **Identify strengths and areas for improvement** across the full range of content • **Support targeted revision and intervention** in the lead-up to final assessments

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- **Build exam confidence** through realistic practice under timed conditions

Mocks are a valuable opportunity for students to experience the demands of the full course and reflect on their progress. Results from these assessments will inform teaching strategies, revision planning, and personalised support to ensure every student can achieve their full potential.

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<tr><td>Homework</td><td>Recommended reading/ wider resource</td><td>Number of lessons per fortnight</td></tr>
<tr><td>One homework task per week. Available on Show my Homework.</td><td>Free iGCSE Science (Single Award) Edexcel Revision Content — Study Rocket - this is website revision access</td><td>Students will receive 6-8 Science lessons per fortnight</td></tr>
<tr><td>Enrichment opportunities</td><td colspan="2">

Curriculum-Linked Enrichment

- **Extra-curricular science revision sessions** with practical demos
- **Model building** (e.g. DNA, cells, circuits)
- **Science film/documentary screenings** followed by discussion
- **Debates on ethical issues** in science (e.g. cloning, nuclear energy, GMOs)

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<tr><td>How Parents Can Help</td><td colspan="2">

- **Support Homework Routines:** Encourage your child to complete homework on time and to a high standard. Regularly check their planner or online platform for assigned tasks.
- **Promote Active Learning:** Discuss what they are learning in science and help them revise key concepts using flashcards, quizzes, or online resources.
- **Reinforce Positive Attitudes:** Celebrate effort and progress in science, not just results, to help build confidence and motivation.

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Art- Creative Craft Level 1 and Level 2 Year Two

Curriculum Aims:		
Year one of the craft course focussed on techniques, methods and the understanding of craft materials. In year two, students will apply what they have learned to real life scenarios: learners will create a blueprint for the possible marketing and monetising of their craft skills. They will learn how professional craftspeople turned a hobby into an enterprise. In the New Year, students begin work on their final project. This is a fantastic opportunity to create a robust, useful and high-quality craft item. We will also develop confidence and public speaking as students will have to present their work and talk about their creative process.		
Topics and content studied this year:		
Autumn Term	**Learning Objective: Identify enterprise opportunities in craft:** Students will be taught how craftspeople are able to earn an income through their vocational skills. We will study sellers on Etsy and TikTok; artists and crafters who have found a way to monetise and market their hand skills Students will study an artist in depth and identify opportunities for their own enterprise, creating a blueprint for potential business.	
Spring Term	**Learning Objective: Research and develop craft ideas** Students will begin a research project, looking at craft from around the world. We will then study a particular artists or craft styles that individual students would like to emulate. Students will draft designs combining ideas from a range of sources. Students will be introduced to the research and development cycle before selecting a final ideawith which to move forward.	
Summer Term	**Create, present and evaluate final craft item(s)** Students begin work on their final craft project. The must create a work schedule, understand the process and execute suitable craft techniques to competent standard. Students will present their item in a suitable way and demonstrate its use. Students will then reflect and evaluate the entire process.	
Assessment:	Term 1: Presentation of craft research and business plan for a personal enterprise opportunity. Term 2: Presentation of research Project Term 3: Presentation of final craft item(s)	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week.	Please visit craft fairs and markets	7

Available on Show my Homework.	Please save videos and profiles of craftspeople online, look at Etsy, TikTok and YouTube for Crafters who are making and selling.	
Enrichment opportunities	- Trip to Southbank Festival Hall - Trip to Bedford House ceramic workshop - Trip to Tate Gallery and Society of Designer Craftspeople	
How Parents Can Help	• Encourage students to remember this motto: *Aim for progress not perfection!* • Where possible, set aside time and space for students to research, practise and create at home. • Remind students that they will get messy! Think wisely about clothing, hair and accessories (e.g. nails, acrylics, jewellery and hair often get in the way or broken or covered in paint in the art studio.) •	

Health and Social Care Level 2 Year Two

Curriculum Aims:		
Topics and content studied this year:		
Autumn Term 1	***Component 1-Human growth and development*** A1- Human growth and development across life stages A2- Factors affecting growth and development B1- Different types of life events B2- Coping with change caused by life events	
Spring Term 2	***Component 1-Human growth and development*** B2- Coping with change caused by life events **Component 2- Health and social care services and values** A1-Healthcare Services A2- Social care services A3-Barriers to accessing services	
Summer Term 3	**Component 2- Health and social care services and values** A3-Barriers to accessing services B1-Skills and attributes in health and social care B2-Values in health and social care B3-Obstacles individuals requiring care may face	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.		

Enrichment opportunities	
How Parents Can Help	• Ensure that their child have the correct equipment for lessons. • Assist and monitor to make sure that your child's homework has always been completed.

Sports Level 2 Year Two

Curriculum Aims:		
Topics and content studied this year:		
Autumn Term 1	• Be able to manage own work commitments and leisure time • Know appropriate behaviour for an elite athlete • Know the factors that influence effective career planning • Be able to participate in a media interview	
Spring Term 2	• Understand how the development of sport in society has influenced how it is organised • Understand the key roles of organisations and agencies in the organisation of sport in the UK • Understand how contemporary issues have an effect on sport participation in society • Understand the current issues in sport	
Summer Term 3	• Understand the effects of exercise on the body • Understand the components and principles of fitness • Understand nutritional guidelines for different demographics • Understand the health benefits of good nutrition	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**: Portfoilio	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	https://www.bbc.co.uk/bitesize/topics/zxq7j6f	7

Enrichment opportunities	Join after school clubs ran by PE staff over at Beal High School. Clubs include Football, Basketball, Tennis, Cricket, Table Tennis, Badminton, Athletics.
How Parents Can Help	• Ensure that their child have the correct equipment for lessons. • Assist and monitor to make sure that your child's homework has always been completed.

Sports Pathway (Level 1)

Curriculum Aims:	
Topics and content studied this year:	
Autumn Term 1	**Unit 1: Taking Part in sport** 1. Know how to take part in sport 2. Be able to take part in a range of sports 3. Review own participation in sport **Unit 2: Sports Coaching** 1. Know the qualities of a sports coach 2. Plan a coaching session 3. Deliver own coaching session 4. Evaluate own coaching session
Spring Term 2	**Unit 5: Effect of exercise on the Human body** 1. Know the components of fitness 2. Know the structure of skeletal system 3. Know the structure of muscular system 4. Know the structure of the respiratory system 5. Know the structure of the cardiovascular system **Unit 7: Health and Nutrition** 1. Understand major food groups 2. Know the importance to health and wellbeing 3. Know how to manage a healthy balanced diet
Summer Term 3	**Unit 10: understand the sport and leisure sector** 1. Know about the sport and active leisure sector 2. Know about job opportunities in sport and active leisure 3. Know about the skills and qualifications needed to work in the sport and active leisure sector Be able to plan own learning and development in order to prepare for a career within sport and active leisure
	Initial diagnostic:

Assessment:	**Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	https://www.bbc.co.uk/bitesize/topics/zxq7j6f	7
Enrichment opportunities	Join after school clubs ran by PE staff over at Beal High School. Clubs include Football, Basketball, Tennis, Cricket, Table Tennis, Badminton, Athletics	
How Parents Can Help	• Parents/guardians can help students complete coursework and plan for practical's in a number of ways: • by being constructive and creating a positive environment • help students can establish a routine • provide guidance and resources • encouraging breaks • offer assistance when needed, and promote a balanced approach to studying and self-care.	

IT Level 2 Year Two

Curriculum Aims:		
Develop students' ability to use IT effectively and responsibly to solve problems, create digital products, and support success in education, employment, or further training		
Topics and content studied this year:		
Autumn Term 1	Unit 1 - Improving productivity using IT Unit 57 - Presentation software	
Spring Term 2	Unit 57 (continued) - Presentation software Unit 68 - Spreadsheet software	
Summer Term 3	Unit 73 - Word processing software Coursework catch up.	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Portfolio tasks themselves must be carried out in school however, students will have the opportunity to make notes in preparation.		
Enrichment opportunities		
How Parents Can Help	• Check SMHW to see what homework has been set and ensure that the student has completed it. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt.	

Catering Level 2 Year Two

Curriculum Aims:		
To be awarded the Level 2 Certificate in Food and Cookery Skills, learners are required to successfully complete 4 graded (pass, merit and distinction) mandatory units.		
Topics and content studied this year:		
Autumn Term 1	Unit 01 Preparing to cook • Understand how to prepare self and the environment for cooking • Understand how to prepare and store equipment and utensils • Understand recipes for cooking • Be able to use skills for food preparation and cooking Unit 02 Understanding food • Understand the sources of food Understand factors affecting food choices	
Spring Term 2	Unit 02 Understanding food (continued) • Be able to make informed choices when using food for cooking Unit 03 Exploring balanced diets Understand the importance of a balanced diet Be able to change recipes to make them healthier	
Summer Term 3	Unit 04 Plan and produce dishes in response to a brief • Be able to plan a menu for a set brief • Be able to prepare and make the dishes on the menu • Be able to review the menu and completed dishes Coursework catch up and final portfolio completion	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.		

Enrichment opportunities	
How Parents Can Help	• Ensure that their child is ready to learn • Provide their child with time at home to practise the skills learnt in class through extension tasks

Finance Level 1 and Level 2 Year Two

Curriculum Aims:	
Students learned about personal finance in year one. In year two, they learn about money management and employment opportunities. Students should leave the course with a competent understanding of budgeting, borrowing and spending, including spending abroad, investing and saving. Students will also understand what opportunities are available in the financial sector and how to begin the job application process.	
Topics and content studied this year:	
Autumn Term	*Unit 02: Money Management* *Topics:* *1. Modern Banking* *2. Pay and Pay Calculations* *3. Card and Non-Card Payments* *4. Borrowing* *5. Using Money Abroad* *6. Budgeting and Financial Difficulties* *7. Financial Advice and Protection* *8. Investing*
Spring Term	*Unit 03: Careers and Sustainability* *Topics:* *Managing and planning finances#* *Financial Sustainability* *Interest, Inflation and Savings*
Summer Term	*Unit 03: Careers and Sustainability* *Topics:* *Employability* *Careers and Career Paths*
Assessment:	This course is comprised of three exams, totalling 100 marks. Students' final grade is determined by their total pass mark, e.g. 35/100 = Level 1 Pass, 80/100 = Level 2 Distinction Star. Students take a mock exam each half term based on the content they have studied so far.

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	The Money Machine: How the City Works by Philip Coggan	7
Enrichment opportunities	Enterprise project and club involvement to learn about making money. Trip to Bank of England	
How Parents Can Help	Where appropriate, please have conversations about finance to help students understanding of real-world situations. Encourage students to revise key words and terms using cue cards and memory games (there are A LOT of key words, phrases, abbreviations and rules to remember!)	

Childcare Level 2 Year Two

Curriculum Aims:	
This course will help learners develop their knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In the classroom environment, learners will have the opportunity to develop applied knowledge in the following areas: – the characteristics of children's development from birth up to five years – factors that affect growth and development – the importance of play – how play promotes children's learning and development – reasons why children may need support – child-friendly environments to support play, learning and development in children from birth to five years old – supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development. This is a continuous course, taught over 2 years. There are three components: - **Children's Growth and Development** - **Learning Through Play** - **Supporting Children to Play, Learn and Develop** The first two components are internally assessed. Learners will sit a Pearsons Set Assignment (PSA), they will be given approximately six supervised hours to complete them. The third component is an external summative assessment. This will be sat under exam conditions.	
Topics and content studied this year:	
<u>Autumn Term 1</u>	*Component 2 – learning through play* - Understand how children's learning can be supported through play *Component 3* - Supporting Children to Play, Learn and Develop - Investigate individual needs that may impact on play, learning and development - Create safe environments to support play, learning and development in children aged 0 – 5 years
<u>Spring Term 2</u>	*Component 3* - Supporting Children to Play, Learn and Develop - Create safe environments to support play, learning and development in children aged 0 – 5 years - Adapt play to promote inclusive learning and development

Summer Term 3	*MEA – Mock external assessment* *R – Revision* *SA – Summative Assessment*	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
The majority of the learners work will be carried out in school. However, if homework is set it will be accessible on SMH. From year 2 of the course learners will need to revise the topics being taught in class.		
Enrichment opportunities		
How Parents Can Help	• Parents can help by discussing their child development with them. • Encouraging their child to revise.	